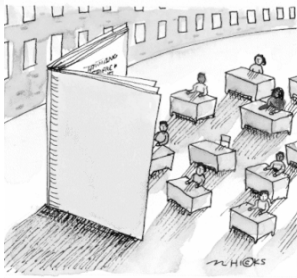


Reading in the Content Areas



Laura Terrill

<https://www.tes.com/lessons/bx2MR4btAJ8OWj28-read-82-aldp-step-4-post-secondary-literacy-content-area-study>

lterrillwoodward.wikispaces.com

Laura Terrill

wiki: lauraterill.wikispaces.com
email: lterrill@gmail.com
pinterest: lterrillindy

Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design
<http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning>

Summit for Transformative Learning

Day 1

Powerpoint Slide Handout

Literacy in the Communicative Modes.pdf

Details Download 23 MB

ACTFL IPA Comprehension Guide

ACTFL INTERPRETIVE IPA.docx

Details Download 159 KB

ACTFL IPA Interpretive Rubric

Integrated Performance Assessment Inte...

Details Download 13 KB

ACTFL Individual and Blended Rubrics

Individual & Blended Rubrics ACTFL IPA ...

Details Download 117 KB

SESSION LEARNING TARGETS



I can **apply** visual thinking strategies that support deeper thinking.

I can **implement** the writing process.

I can **use** revision strategies to teach writing.

Hart and Terrill, ACTFL 2016

3

Visual Thinking Strategies

Students learn by:

- Looking carefully at works of art (*authentic images*)
- Talking about what they observe
- Backing up their ideas with evidence
- Listening to and considering the views of others
- Discussing many possible interpretations

Visual Understanding in Education
visualthinkingstrategies.org
vue.org

4

Artful Thinking Palette



Image: ingo.wikia.com/wiki

1. Questioning and investigating
2. Observing and describing
3. Comparing and connecting
4. Finding complexity
5. Exploring viewpoints
6. Reasoning

Artful Thinking, Project Zero
Harvard Graduate School of Education
pzartfulthinking.org

5

Questioning and investigating



See / Think / Wonder

1. What do you see?
2. What do you think about what you see?
3. What do you wonder?

Allows students to distinguish between observations and interpretations.
Stimulates curiosity and allows students to make connections.

6

Observing and describing



<http://www.cyclingsilk.com/blog/>

Beginning / Middle / End

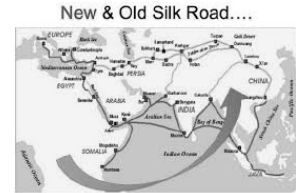
- If this artwork/image is the beginning of a story, what might happen next?
- If this artwork/image is the middle of a story, what might have happened before? What might happen next?
- If this artwork/image is the end of the story, what might the story be about?

Allows students to use narrative to elaborate and extend ideas. Also allows students to look for connections, patterns and meanings.

Comparing and contrasting

Headlines

Invent a headline for the artwork or topic that captures an important aspect of it.



Allows students to identify and clarify big ideas.

8

Finding Complexity



Parts/Purposes/Complexities

1. What are the parts of this topic?
2. What is the purpose?
3. What are its complexities?

Allows students to consider different aspects of a topic and various ways in which a topic is complex.

9

Exploring viewpoints



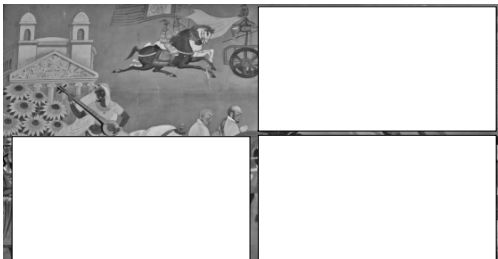
Step Inside Perceive / Know / Care About

1. Take on the character of the thing or person you've chosen.
2. Speak in first person.
3. Talk about who you are what you are, what you are experiencing.

Allows students to consider things from a different viewpoint bringing abstract concepts, pictures and events to life.

10

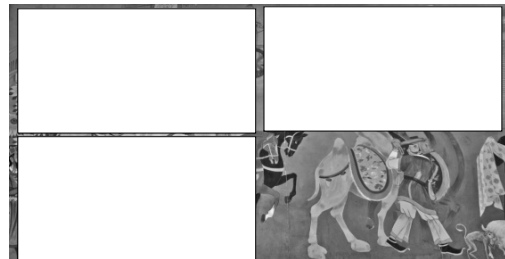
Reasoning What's going on? What makes you say that?



What more can you find?

11

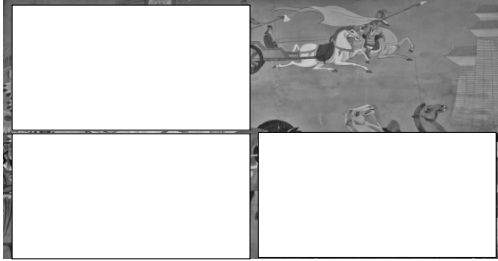
Reasoning What's going on? What makes you say that?



What more can you find?

12

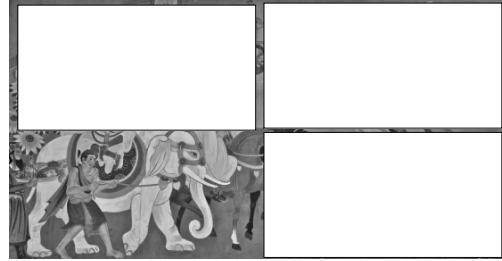
Reasoning
What's going on? What makes you say that?



What more can you find?

13

Reasoning
What's going on? What makes you say that?



What more can you find?

14

Reasoning
What's going on? What makes you say that?



What more can you find?

15

Writing is Thinking



Writing Makes Thinking Concrete

16



Everyone has the capacity
to write,
writing can be taught,
and teachers can help students
become better writers.

People learn to write
by writing.

- NCTE Beliefs about the teaching of writing
November, 2004

Laura Terrill

Target Percentage Distribution of NAEP writing tasks

Communicative Purpose	Grade 8	Grade 12
To persuade	35	40
To explain	35	40
To convey experience	30	20



Laura Terrill

Pathways to the Common Core
Accelerating Achievement
Calkins, Ehrenworth, Lehman

18

Writers consume more than they produce.



- Read like a writer.
- “Steal” characteristics of good text.
- Imitate familiar genres.

Keep a writing log. Write about the writing itself. Copy interesting sentences and comment on what makes them effective. Consider how the author gets the reader's attention. Think about how you might use a certain technique.

Laura Terrill

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Less is more?


<http://www.sixwordmemoirs.com>


Laura Terrill

101 Words

101 word short stories. Chisel your words wisely.

<http://www.101words.org/>


FLASH FICTION ONLINE

<http://flashfictiononline.com/main/>
<http://olc.spsd.sk.ca/de/pd/instr/strats/storymapping/index.html>

Six Word Memoirs

6 sometimes a teacher, always a learner
by **in PY6** at **Ajman Academy** | Comment |

6 school is where you learn stuff
by **Cole** in **Creative Writing at International Ivy** | Comment |

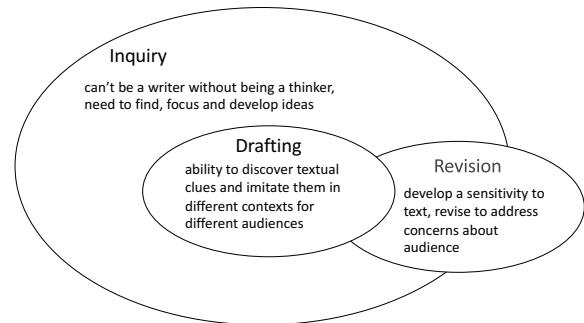
6 happy pets nice family and friends
by **Lian Roland** in **Creative Writing at International Ivy** | Comment |

6 Why am I the only one?
by **Lily S.** in **Creative Writing at International Ivy** | Comment |

6 I caught a fish. Never mind.
by **Amanda Werner** in **Creative Writing at International Ivy** | 1 comment |

Laura Terrill

Inquiry informs each stage of the writing process



Laura Terrill

Strategic Writing
Deborah Dean

Expand a Headline

*This retired couple
buys a house and falls
upon a true treasure
hidden in the barn.*



<http://www.actupus.com/ce-couple-de-retraites-achetent-une-maison-et-tombent-sur-un-vrai-tresor-enfil-dans-leur-grange/>

Laura Terrill

23



Laura Terrill

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Teammates Consult

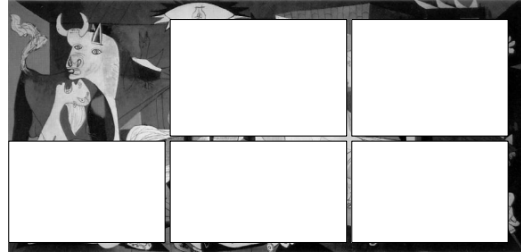


Why should we preserve world heritage sites?

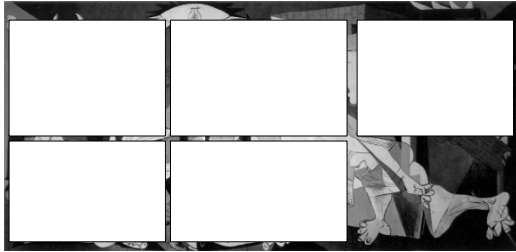
Discuss with your group. Then, pick up a pen and write an answer in your own words.

Laura Terrell

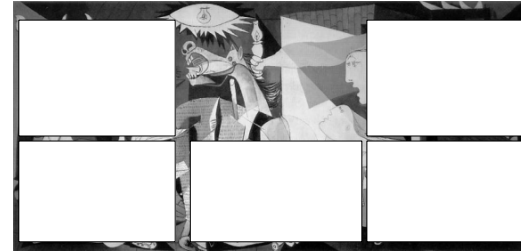
Analyze an Image



Laura Terrell



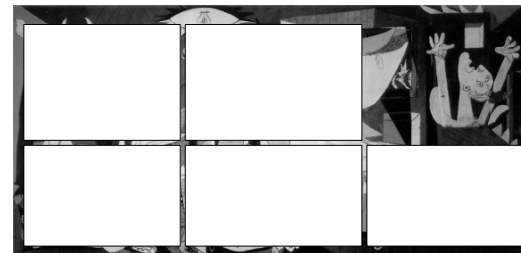
Laura Terrell



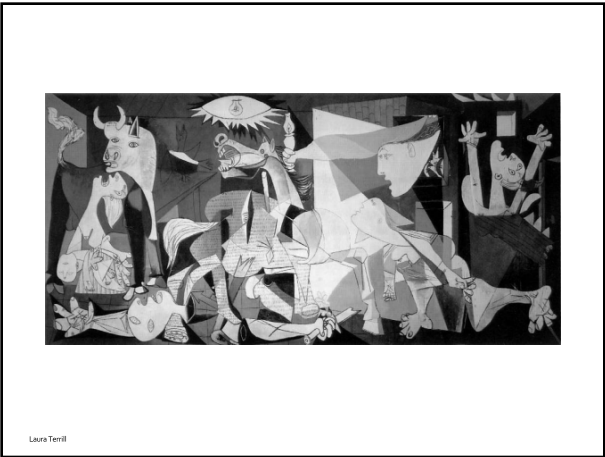
Laura Terrell



Laura Terrell



Laura Terrell

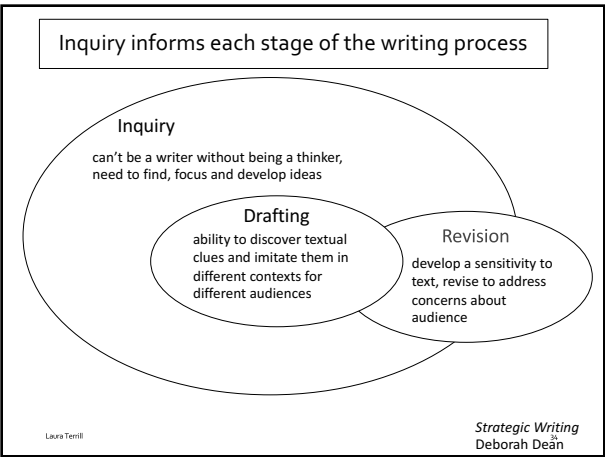


R.A.F.T.S.

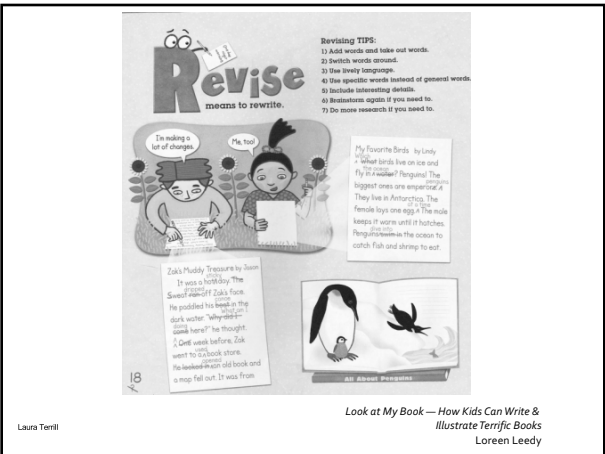
persuade, analyze, create, predict, compare, defend, evaluate

Role	Audience	Format	Topic
German government	citizens of Guernica	letter	apology for what was done
Franco	people of Spain	speech	protestation of innocence
Museum curator	Picasso	newspaper interview	questions about the painting and likely answers
Soldier	Commander	telegram	reasons for defeat
Mother	Diary	journal entry	what happened and personal thoughts about war
?	?	?	?

Laura Terrill



Describe a good meal.		
Level 1	Level 2	Level 3
I like breakfast. I eat with friends. I go to a restaurant. I eat eggs and bacon. I eat fruit and yogurt. (22)	On the weekend, I sometimes go to a restaurant with my family. We don't like fast food. We prefer a good meal. We usually have salad, a main course and dessert. I really like salad, but I also love chocolate desserts. (41)	I went with my friends to a good restaurant for my birthday. It was fun. It was a restaurant where we had appetizers and shared food. I think we ordered 9 or 10 things. We spent 2 hours at the restaurant and then we all went to a movie. (49)



Fat Drafting

Deborah Dean

Rewrite using fewer sentences and more words.

Level 1

I like breakfast. I eat with friends. I go to a restaurant. I eat eggs and bacon. I eat fruit and yogurt. (22)

On Saturdays, I love to eat breakfast with friends at a local restaurant where I usually eat eggs and bacon and have a parfait made with fruit and yogurt.

Laura Terrell

Fat Drafting

Deborah Dean

Level 2

On the weekend, I sometimes go to a restaurant with my family. We don't like fast food. We prefer a good meal. We usually have salad, a main course and dessert. I really like salad, but I also love chocolate desserts. (41)

- Model asking questions to get more information.
- Write 2 or 3 questions.
- Have students work in pairs or small groups to rewrite answering the questions.
- When students understand the strategy, this can be used as a peer editing strategy after students write the first draft.

What kind of restaurants does your family like? What do you usually order/avoid for the main course? What kind of chocolate desserts do you like?

Laura Terrell

Fat Drafting

Deborah Dean

Level 3

I went with my friends to a good restaurant for my birthday. It was fun. It was a restaurant where we had appetizers and shared food. I think we ordered 9 or 10 things. We spent 2 hours at the restaurant and then we all went to a movie. (49)

- Underline the sentence that is the most interesting.
- Put a question mark next to 2 sentences that need more detail.
- Write a question that asks for more detail.
- Have students work in pairs or small groups to rewrite answering the questions.
- When students understand the strategy, this can be used as a peer editing strategy after students write the first draft.

What was the best thing you ate?

Laura Terrell

Fat Drafting — Build up a text before revising it.

Acts of Revision: A Guide for Writers, Wendy Bishop

- Mark the “center of gravity sentence” from each paragraph, the sentence that seems “core, crucial, provocative, evocative, and so on”. List these sentences somewhere else and write more about each one.
- Expand mindfully. Between each paragraph, write a new paragraph. If the writing is only one paragraph, add a sentence between each sentence.
- Put subtitles in the text. Before and after each one add transitional sentences: summarize, forecast, expand, connect, contextualize.
- Circle five important or thought provoking words in the text. Freewrite on each one. The same can be done with sentences or quotations.
- Consider your draft as if it were a hypertext. With markers indicate where you would create a link—and then write the text of those imagined links. Consider how to insert this information into the text.

Laura Terrell

adapted from *Strategic Writing*, Deborah Dean

Adolescentes prefieren socializar a través de redes sociales

En un estudio realizado por la Universidad de Sonora se comprobó que los estudiantes de secundaria prefieren el Twitter a una relación directa con las personas.



Laura Terrell



Los adolescentes prefieren las redes sociales a la convivencia directa. (Netflix)

How organized is my writing?

Strong Performance 10 9	Meets Expectations 8	Approaches Expectations 7	Minimal Performance 6
My ideas are presented in an organized manner. My sentences are varied and interesting and I use transitions to connect my thoughts.	My ideas are presented in a somewhat logical manner. I have some interesting sentences and use transitions to connect my thoughts.	My ideas are shared in a random fashion. My sentences follow a predictable pattern.	My ideas are not presented in a logical manner. I struggle to produce sentences and my thoughts may be incomplete.

Laura Terrell

Writing a Collaborative Paragraph

Step 1



Laura Tenill

- List 8 words/phrases associated with this picture.
- Share your list with your partner. Without talking, add a couple of words from your partner.
- Next, write as much as you can about what is happening in the picture within the amount of time you are given.

Writing a Collaborative Paragraph

Step 2



Laura Tenill

- Look at the rubric line for organization. Score your writing.
- Share your writing with your numbered-heads group.

Strong Performance 9	Meets Expectations 8	Approaches Expectations 7	Minimal Performance 6
My ideas are presented in an organized manner. My sentences are varied and interesting and I use transitions to connect my thoughts.	My ideas are presented in a somewhat logical manner. I have some interesting sentences and use transitions to connect my thoughts.	My ideas are shared in a random fashion. My sentences follow a predictable pattern.	My ideas are not presented in a logical manner. I struggle to produce sentences and my thoughts may be incomplete.

Numbered Heads Together

Directions: Students assemble into groups and number off. The teacher asks a question and tells the groups to put their heads together to discuss it. The teacher calls a number and selects a group. The student with that number in that group answers. The teacher asks the students of the same number from the other groups if they agree with the response or asks them to elaborate on the response.



Laura Tenill

Writing a Collaborative Paragraph

Step 3



Laura Tenill

- Read each person's writing silently.
- Brainstorm a solid topic sentence using the ideas of the group.
- Share group sentences with class and vote on best topic sentence.
- Work with your group to write a concluding sentence. Share with class and vote on best conclusion.

Writing a Collaborative Paragraph

Group Generated Topic and Concluding Sentences



Laura Tenill

I really wanted to play a game of soccer with friends when I went to the park last night.

At first.....

Then.....

For me...

??????...

In the future, we may not even talk with our friends.

Writing a Collaborative Paragraph

Step 4



Laura Tenill

- Work individually to write 3 connecting sentences.
- Return to groups. Read each person's paper silently. Select the best/most interesting paragraph.
- Rewrite and improve the best one. Write your own copy so each group member has a personal copy of the final paragraph.
- Self-assess the work of your group using the rubric.

Writing a Collaborative Paragraph

Step 5



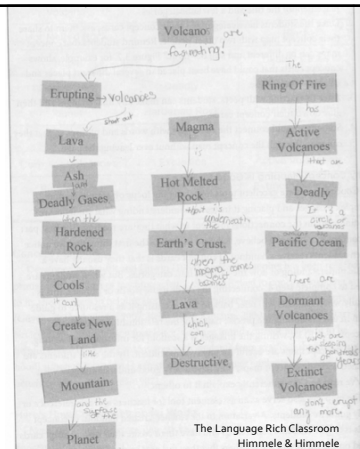
- Turn in original student's paper and the paper selected by number for the group.
- Teacher reads final group version and gives feedback using rubric and possibly error correction codes.
- Group is able to review that feedback and may be asked to revise.

Laura Tenill



Laura Tenill

Look at My Book — How Kids Can Write & Illustrate Terrific Books
Loreen Leedy



Laura Tenill

The Language Rich Classroom
Himmele & Himmele

55

Acrostic Poetry

Paris, a dynamic city with
Artistic museums and monuments,
Rich in history
Invites connoisseurs of life to
Sites of great appeal.

<http://www.shadowpoetry.com/resources/wip/types.html>

Laura Tenill

Cinquain Poetry

Subject
noun, noun
adjective, adjective, adjective
short sentence or phrase about the subject
restate the subject

Paris
museums, monuments
dynamic, exciting, alive
a cultural tapestry this
City of Lights.

Laura Tenill

Brevette Poetry

subject (noun)
verb (ongoing action, stretched out when typed)
object (noun)

*students
take
tests*

*teachers
grade
papers*

*summers
give
relief*

Laura Tenill

Loop Poetry

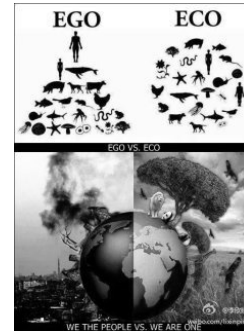
In Loop Poetry there are no restrictions on the number of stanzas nor on the syllable count for each line. In each stanza, the last word of the first line becomes the first word of line two, last word of line 2 becomes the first word of line 3, last word of line 3 becomes the first word of line 4. This is followed for each stanza.

What a joy to travel
Travel to see places
Places that are different
Different people to meet.

Who am I now?
Now I have changed
Changed by experiences
Experiences that are memories.

Laura Terrill

Two Voice Poems



Laura Terrill

Two Voice Poems

An example poem for two voices
written by NNWP consultant Campbell Pontius

Voice #1:

I am a polar bear
I eat fish
I must swim for my food
But I can't swim forever
When I get tired
I depend upon

Voice #2:

I am an SUV
I guzzle petroleum
People pump mine
I burn gas pretty fast
When I pollute
I begin to destroy

Ice caps.

http://www.writingfix.com/PDFs/Comparison_Contrast/Poem_Two_Voices.pdf

Laura Terrill

"I Am" Poems

I am (two characteristics you have)
I wonder (something you are curious about)
I hear (a sound)
I see (a sight)
I want (a desire)
I am (the first line of the poem repeated)

I pretend (something you pretend)
I feel (a feeling about something)
I touch (an object)
I worry (something that really bothers you)
I cry (something that saddens you)
I am (the first line of the poem repeated)

I understand (something you know is true)
I say (something you believe in)
I dream (something you believe in)
I try (something you really make an effort about)
I hope (something you hope for)
I am (the first line of the poem repeated)

Laura Terrill

18

Content-Based "I Am" Poems

Science Example

I am a dormant volcano.
I wonder when my time will come.
I hear a rumbling beneath the Earth's surface.
I see the clouds out of my vast crater.
I want to explode!
I am a dormant volcano.

Social Studies Example

I am a wealthy Pompeii villager
I wonder what the future of this great city holds
I hear an explosion
I see pumice, ash and panic
I want to escape this catastrophe
I am a wealthy Pompeii villager

The Language Rich Classroom
Himmele & Himmele

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Laura Terrill

QUESTIONS



Thank You



lterillwoodward.wikispaces.com
lterill@gmail.com